IMPROVING READING COMPREHENSION OF THE GRADE EIGHT STUDENTS BY APPLYING PREVIEWING AND PREDICTING TECHNIQUE

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Abstract

The objective of this research was to improve the reading comprehension of the students by applying Previewing and Predicting Technique. The design of this research was true experimental research requiring two groups, experimental and control. The population was the grade eight students while the sample was class VIIIA as the experimental group and class VIIID as the control group. The instrument of data collection was a test consisting of pre-test and post-test. The result of t-counted was 2.4. Refering to the table value by applying the degree of freedom (df) 38 (20+20-2) and 0.05 level of significance, the researcher found that t-table was 2.03. The result indicates that the hypothesis of this research was accepted because t-counted was higher than t-table. It is concluded that the application of previewing and predicting technique can improve the reading comprehension of the students.

Keywords: Applying; Previewing and Predicting; Technique; Improve; Reading; Comprehension.

INTRODUCTION

Reading is one of the language skills that has to be mastered when studying English. By reading, we can obtain much information. For the students who study English, reading is not only reading something but also comprehending its content. Reading comprehension is a process involving the understanding of the reading text itself.

Broughton, et al. (2002: 89) state, "Reading is a complex skill, that is to say that it involves a whole series of lesser skill." Reading skill has to be taught in Junior High School. In this level, reading is introduced in the first grade.

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By reading, students will be able to identify and to understand any kinds of text in English. Wahyudin (2011:53) also writes, "Since reading becomes one of the basic ways of obtaining information, it is therefore considered as an important activity in any language classes." Beside other skills, reading becomes one of the mostly used skills in the tests of National Examination. Therefore, teaching reading should be emphasized at the beginning of this level.

There were many problems faced by the students in lerning English especially reading comprehension. The most common problem was they were still lack of vocabulary. Besides, they often failed in answering the questions after given particular passage because they could not understand the passage itself. Also, sometimes they only paid attention to the meaning of word one by one rather than understood the whole sentences contextually. Then they spent much time to accomplish the assignments. They still did not know how to make their time efficient. Another problem was they usually got bored when studying in the class. Those problems also happened in SMPN 2 Palasa. Thereby, the researcher decided to conduct the research in reading comprehension at this school. The researcher conducted it particularly at the grade eight students to improve their reading comprehension. In her research, the researcher focused on improving their literal and inferential comprehension.

In teaching reading, the teacher can apply many techniques. One of them is previewing and predicting technique. The researcher was also interested in applying this technique in teaching the grade students at SMPN 2 Palasa. This technique has two divisions, previewing and predicting activity that cannot be separated in the implementation. Jeffries and Mickulecky (1996:35) explain "When you gather information about a book by examining its cover, you are previewing. The aim of previewing is to help you to predict or make some *educated guesses* about what is in the book." This technique requires the reader to see and to understand the purpose of the text first. For instance, the reader examines the title and tries to think what the text is about. Then the reader will predict what specific information that will be in the text.

In teaching reading by using this technique, the teacher should begin with giving the students 2 to 3 minutes to preview the tittle while thinking about any information that help them to make predictions and correlation between their prior knowledge and the reading content. Then they should be provided about 5 or 6 minutes to discuss the text with their friends. Its purpose is to develop their ability in making appropriate prediction and to share their understanding with other students.

Using previewing and predicting technique gives some advantages for the reader. Jeffries and Mickulecky (1996) clearly state that previewing and predicting before reading can make a big difference for the reader. Prior to reading, the reader can get the idea about what they read and make the time efficient so that the reader can obtain comprehension.

Roe and Ross in Ephraim (2009) explain that students need to examine diagrams, pictures, titles, and also subtitle to help recalling their prior knowledge about the topic when previewing the text. It can be useful for them to comprehend the text even before they begin reading. By previewing, the students can speculate about what they read and what they already know and understand about the topic. It can make the reader more interested in reading the whole text.

The researcher chose the grade eight students at SMPN 2 Palasa as the population of this research beause she wanted to improve their reading comprehension. The researcher formulated the problem statement as follow: *can the application of reviewing and predicting technique improve the reading comprehension of the grade eight students at SMPN 2 Palasa?* The aim was to find out that the application of previewing and predicting technique can improve reading comprehension of the grade eight students at SMPN 2 Palasa.

METHODOLOGY

In this research, the researcher used true experimental research which required two groups. They were experimental and control group. This kind of design could be formulated as introduced by Arikunto (2006:87) below:

E	**O_1**	**X**	**O_2**
K	**O_3**		**O_4**

Where:
E : experimental group
K : control group
O_1 O_2: pre-test
O_3 O_4: post-test
X : treatment

The researcher taught reading to the experimental one by using previewing and predicting technique while the control group was taught by using conventional method. Both experimental and control groups were given pre-test and post-test.

In every research, there is a popuation that is really important to support the research itself. Gay (1996:112) states, "The population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable." Based on that statement, the researcher took the grade eight students of SMP Negeri 2 Palasa as the population of the research. It consisted of four paralel classes (VIIIA, VIIIB, VIIIC, and VIIID) in which each class containing 20 students.

In this research, there were two variables used by the researcher. They were dependent and independent variables. The dependent variable was the students' reading comprehension while the independent variable was previewing and predicting technique.

In collecting the data, the researcher used tests consisting of pre-test and post-test. Those were used to measure the students' reading comprehension. Pre-test was used to measure the students' comprehension level in reading before they were given the treatment. Post-test was used to know whether the treatment was effective or not. Also, the researcher could see the students' progress after they were given the treatment.

In order to get information about the students' prior knowledge, the researcher gave a test before delivering the treatment. Both experimental and control group got this kind of measurement in the same test. There were 32 items of the test in which 7 items for multiple choice and 5 items for essay test. The scoring system and the scoring rubric can be seen in the following table:

Table 1
The Scoring System of the Test

No	Test	Items	Score of Items	Maximum Score
1.	Multiple Choice	7	1	7
2.	Essay	5	5	25
	Total			32

Table 2
The Scoring Rubric of the Essay Test

No	Explanation	Score
1.	Correct content, grammar, and spelling.	5
2.	Correct content and grammar; Incorrect spelling.	4
3.	Correct content and spelling; incorrect grammar.	3
4.	Correct answer; incorrect grammar and spelling.	2
5.	Incorrect content	1
6.	No answer	0

Adapted from KTSP 2006

After delivering the pre-test to the students, the researcher conducted her treatment which was applied for eight times. The treatment was for the exerimental group. Meanwhile, the control one was given a conventional method.

To know the progress of the students after getting the treatment, the researcher delivered post-test at the last meeting. This test was given to both experimental and control group.

To measure the students' score, firstly the researcher counted the score obtained by the students. She used a formula proposed by Arikunto (2006:240) as follows:

$$\sum = \frac{X}{N} \times 100$$

Where:
$\sum$ = gained score
X = student's score
N = maximum score
100 = (reduction factor)

Then the researcher counted the means score of the students using the formula proposed by Arikunto (2006: 306):

1. The formula used for experimental group

$$M = \frac{\sum x}{N}$$

2. The formula used for control group

$$M = \frac{\sum y}{N}$$

Where:

M = average score
$\sum$x = total score of pre-test
$\sum$y = total score of post-test
N = number of students

After having the mean of pre-test and post-test, the researcher counted the square of the deviation by using a formula proposed by Arikunto (2006:312) as follows:

1. The formula used for experimental

$$\sum X_2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

2. The formula used for control group

$$\sum y_2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:
$\sum X^2$ = number of experimental group's standard deviation
$\sum x$ = difference between X_2 and X_1
$\sum y^2$ = of control group's standard deviation
$\sum y$ = between y_2 and y_1
N = number of students

After computing all formula above, the researcher proved the significance between the mean of pre-test and post-test, the researcher used the formula adapted from Arikunto (2006:309) as follow:

$$t\_counted = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:
t_counted = t-test score
M = group's average score
x = difference between X_2 and X_1
y = difference between y_2 and y_1
1 = reduction factor
N = number of students

FINDINGS

The data from pre-test and post-test were analyzed statistically. The writer gave the pre-test and post-test to experimental and control class. The aim of the test was to measure the students' reading comprehension. The result of both classes can be seen in the following tables:

Table 3
The Score of Devation and Square Deviaton in Pre-test and Post-test of Experimental Group

Number	Initials	Test		Deviation (d) (O2-O1)	Square Deviation
		Pre-test (O1)	Post-test (O2)		
1	AF	34.38	71.88	37.5	1406.25
2	AL	34.38	62.5	28.12	790.73
3	FA	37.5	62.5	25	625
4	FH	28.13	50	21.87	478.29
5	FI	21.88	68.75	46.87	2196.79
6	HZ	25	56.25	31.25	976.56
7	IJ	25	71.88	46.88	2197.73
8	IW	37.5	62.5	25	625
9	JL	37.5	75	37.5	1406.25
10	LS	34.38	75	40.62	1649.98
11	MF	28.13	71.88	43.75	1914.06
12	MW	40.63	90.63	50	2500
13	NH	21.88	50	28.12	790.73
14	NY	21.88	53.13	31.25	976.56
15	PS	37.5	84.38	46.88	2197.73
16	RJ	34.38	71.88	37.5	1406.25
17	SR	46.88	71.88	25	625
18	SS	28.13	50	21.87	478.29
19	VN	28.13	59.38	31.25	976.56
20	YS	43.75	75	31.25	976.56
Total				**$\sum x$ 659.35**	**$\sum x^2$ 25194.32**

Related to the table above, the researcher counted the mean of the deviation by using the following formula:

$$M_x = \frac{\sum x}{N} = \frac{659.35}{20} = 32.97$$

Then the researcher calculated the score of square deviation of the experimental group by using the following formula:

$$\sum X_2 = \sum X^2 - \frac{(\sum X)^2}{N} = 25194.32 - \frac{(659.35)^2}{20}$$

$$= 25194.32 - 21737.12$$

$$= 3457.2$$

So, the result of the square deviation for pre-test and post-test of experimental group was 888.49. The score of deviation and square deviation of pre-test and post-test of control group can be seen in the table as follows:

Table 4
The Score of Devation and Square Deviaton in Pre-test and Post-test of Control Group

Number	Initials	Test		Deviation (d) (O2-O1)	Square Deviation
		Pre-test (O1)	Post-test (O2)		
1	AR	21.88	68.75	46.87	2196.79
2	AD	28.13	68.75	40.62	1649.98
3	AK	43.75	65.63	21.88	478.73
4	EF	25	34.38	9.38	87.98
5	ES	31.25	62.5	31.25	976.56
6	FH	28.13	68.75	40.62	1649.98
7	HS	34.38	71.88	37.5	1406.25
8	IF	21.88	56.25	34.37	1181.29
9	KM	21.88	62.5	40.62	1649.98
10	LM	31.25	68.75	37.5	1406.25
11	MT	21.88	50	28.12	790.73
12	MP	28.13	71.88	43.75	1914.06
13	MR	25	34.38	9.38	87.98
14	RF	46.88	75	28.12	790.73
15	RN	21.88	62.5	40.62	1649.98
16	SN	46,88	68.75	21.87	478.29
17	WN	34.38	62.5	28.12	790.73
18	WW	34.38	62.5	28.12	790.73
19	YN	50	50	0	0
20	YS	25	65.6	40.6	1648.36
Total				**$\sum y$ 609.31**	**$\sum y^2$ 21625.38**

Based on the table, the researcher calculated the mean score of deviation as follows:

$$M_y = \frac{\sum y}{N} = \frac{609.31}{20} = 30.47$$

In counting the square of deviation of pre-test and post-test for control group, the researcher used the formula as follow:

$$\sum y_2 = \sum y^2 - \frac{(\sum y)^2}{N} = 21625.38 - \frac{(609.31)^2}{20}$$

$$= 21625.38 - 18562.93$$

$$= 3062.45$$

Finally, the researcher should analyze the significance obtained by the students in pre-test and post-test by using t-counted formula as follows:

$$t\_counted = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$= \frac{32.97-30.47}{\sqrt{\left(\frac{3457.2-3062.45}{20+20-2}\right)\left(\frac{1}{20}+\frac{1}{20}\right)}}$$

$$= \frac{2.5}{\sqrt{\left(\frac{394.75}{38}\right)\left(\frac{2}{20}\right)}}$$

$$= \frac{2.5}{\sqrt{(10,39)(0.1)}} = \frac{2.5}{\sqrt{1,04}}$$

$$= \frac{2.5}{1.02}$$

$$= 2.45$$

Therefore, t-counted of this research was 2.45.

DISCUSSION

Related to the result, the researcher would like to present the discussion. At the first time the technique was applied, especially when the texts were distributed to the students, they were automatically confused. They did not understand the text because there were many unfamiliar vocabularies for them. Moreover, they got difficulty in answering the questions related to the text they read.

Based on the scope of this research, the researcher made tests to measure the students' literal and inferential comprehension. Thereby, the tests should contain both literal and inferential questions. In the treatment, the students started to understand about comprehending reading especially applying previewing and predicting technique. The researcher also explained the unfamiliar words in the text to the students to help them to increase their knowledge of vocabularies. In answering the students' question about the meaning of some difficult words, the researcher did not directly tell the meaning, but she gave some examples based on the context of the words they asked. The researcher needed extra power and patience to teach the students because this technique was still new for them. Besides, they were still not really familiar with the activity of reading comprehension.

In her research, the researcher gave the treatments for eight times. Yet, before that activity was done, she administered a pre-test for both experimental and control group. The percentage of experimental group who got the score under the standard score was 100%. In this group, there was no student who can reach the score abov 70 (standard score). Then the percentge of the students who made errors in inferential questions was 60% while the students who made errors in literal questions were 40%. On the other hand, the students of control group who got the score under the standard score (70) were 100%. The the percentage of the students who made errors in inferential questions was 70% while the students who made errors in literal questions were 30%.

After conducting the treatments, the researcher then administered post-test for both groups. The result showed that the errors made by the students decrease. The percentage of experimental group who got the score under the standard score was 50%. In this group, the percentage of the students who made errors in inferential questions was 30% while the students who made errors in literal questions were 20%. In control group, the students who got the score under the standard score were 50%. In this group, the percentage of the students who made errors in inferential questios was 40% while the students who made errors in literal questions was 10%. Based on the findings, it indicated that the application of previewing and predicting technique can improve the students' reading comprehension.

CONCLUSION AND SUGGESTION

By applying t-counted formula and comparing it to t-table, the researcher can conclude that the hypothesis of this research was accepted. In another word, the application of previewing and predicitng technique can improve the reading comprehension of the grade eight students of SMP Negeri 2 Palasa.

After analyzing all of the data, the researcher comes to a conclusion that there was a significant difference between the students' score of pre-test and post-test. The students had positive progress when they were treated for eight times. It was proved by looking at the comparison between the score in pre-test and post-test of both groups. In pre-test, the score of the experimental group was 32.35 while the control group was 30.79. After the treatment was done, the researcher did post-test in which the experimental group obtained 66.09 and the control group obtained 61.56.

Based on the result of this research, the researcher would like to give some suggestions. Firstly, it is very useful to apply some techniques to help the students' ability

in comprehending reading. Previewing and predicting technique is one of many techniques that can be used. Secondly, it is also helpful and interesting to use narrative text as the medium. This sort of text is easy to be read because it can entertain the reader. This text is very suitable with the students in junior or senior high school because it contains story which is interesting to be read. Thirdly, providing some pictures in the text can help the students to make preview and assumption about the information before reading the whole text. Last, explanation about unfamiliar words to the students can help them to understad the text. It can also build their vocabularies. The meaning should not be told directly to the students, but the teacher should provide some examples in explaining the meaning.

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